

MIDDLE TO LATE LIFESPAN DEVELOPMENT

Course Description:

This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Grade Level: 10-12

Credits: 0.5 – 1.0

Technical Content / Process

Students will:

1. review the areas of human growth and development.
2. review the effects of heredity and environment on human growth and development.
3. review the ages and stages of human growth and development across the lifespan.
4. describe theorists who have influenced lifespan development.
5. identify factors that promote optimum growth and development in the middle childhood, including physical growth, social, emotional and moral development and intellectual development.
6. identify factors that promote optimum growth and development in the adolescent stage, including physical growth, social, emotional and moral development and intellectual development.
7. identify factors that promote optimum growth and development in the early adulthood years, including physical growth, social, emotional and moral development and intellectual development.
8. identify factors that promote optimum growth and development in the middle adulthood years, including physical growth, social, emotional and moral development and intellectual development.
9. identify factors that promote optimum growth and development in the late adulthood years, including physical growth, social, emotional and moral development and intellectual development.
10. recommend effective techniques for behavior modification across the lifespan.
11. develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.
12. define options available to assist individuals with exceptional needs.
13. research information about careers in human development and adult care services.
14. utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
15. apply math, science and communication skills within technical content.
16. demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- AAFCS Pre-PAC Assessment Competencies: Education Fundamentals

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Introduction to Lifespan Development</u>				

Technical Content

1. Students will review the areas of human growth and development.
2. Students will review the effects of heredity and environment on human growth and development.
3. Students will review the ages and stages of human growth and development across the lifespan.
4. Students will describe theorists who have influenced lifespan development.

National Standards

- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.
- 12.2.3 - Analyze the effects of gender, ethnicity, and culture on individual development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.2 - Analyze the role of communication on human growth and development.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Global Awareness

Critical Thinking and Problem Solving

Information Literacy

KOSSA Standards

3003.AA.2 Participate in conversation, discussion, and group presentations

3003.AA.3 Communicate and follow directions/procedures

3003.AB.1 Locate and interpret written information

3003.AB.4 Record information accurately and completely

3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

AAFCS Pre-PAC Competencies

2A - Apply learning theories and principles to learners.

2D - Examine physical, emotional, social, and intellectual development of children and adolescents.

Learning Targets - Click here to view Sample Learner Activities

Identify the characteristics of the lifespan perspective.

Compare various developmental issues, such as nature / nurture, stability / change, continuity / discontinuity.

Review the areas of human growth and development.

Identify the conceptions of age, such as chronological, biological, psychological and social conceptions.

Review the effects of heredity and environment on human growth and development.

Review the ages and stages of human growth and development across the lifespan.

Compare various developmental, social, cultural and behavioral theories.

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
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Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Middle Childhood *IF NOT TAUGHT IN CHILD & HUMAN DEVELOPMENT*</u>				

Technical Content

- 5. Students will identify factors that promote optimum growth and development in the middle childhood, including physical growth, social, emotional and moral development and intellectual development.
- 10. Students will recommend effective techniques for behavior modification across the lifespan.
- 11. Students will develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.

National Standards

- 4.2.1 - Analyze child development theories and their implications for educational and childcare practices.
- 4.2.4 - Analyze abilities and needs of children and their effects on children's growth and development.
- 4.2.5 - Analyze strategies that promote children's growth and development.
- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 13.3.2 - Analyze the role of communication on human growth and development.
- 13.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.
- 15.2.1 - Choose nurturing practices that support human growth and development.
- 15.2.3 - Assess common practices and emerging research about discipline on human growth and development.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Health Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Collaboration
- Communication
- Flexibility and Adaptability

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AB.1 Locate and interpret written information
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AB.4 Record information accurately and completely
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

AAFCS Pre-PAC Competencies

- 2A - Apply learning theories and principles to learners.
- 2B - Examine how effective teaching practices accommodate learning styles, learning differences, and special needs.
- 2C - Explain how language, culture, and educational background affect learning and schools.
- 2D - Examine physical, emotional, social, and intellectual development of children and adolescents.
- 2E - Determine management strategies that promote positive student behavior while engaging students in learning.
- 2F - Explain how schedules, activities, routines, and transitions promote learning.
- 3B - Establish instructional goals that are developmentally appropriate
- 4B - Analyze how materials, furnishings, and other resources create safe and effective instructional environments.

Learning Targets

- Recognize the physical changes that occur during this stage of human development.
- Identify the physical changes that puberty brings about.
- Analyze proper diet and hygiene practices.
- Develop strategies for planning and teaching age-appropriate activities that promote this area of development.
- Examine ways that children develop social skills.
- Review Kohlberg’s theory of morality.
- Examine ways that children develop morally.
- Recommend strategies for promoting social and moral development.
- Compare effective guidance techniques for middle childhood.
- Review Erikson’s theory of industry / inferiority.
- Recognize how children develop emotionally.
- Recommend strategies for living / working with children in this stage.
- Develop strategies for planning and teaching age-appropriate activities that promote this area of development.
- Compare the thinking skills of children in middle childhood and early adolescence.
- Review and apply Piaget’s theory of concrete and formal operational thinking.
- Develop strategies for planning and teaching age-appropriate activities that promote this area of development.
- Recommend techniques that assist children in adjusting to the social, emotional and intellectual challenges of transitioning to middle school.

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Adolescence</u>				

Technical Content

- 4. Students will describe theorists who have influenced lifespan development.
- 6. Students will identify factors that promote optimum growth and development in the adolescent stage, including physical growth, social, emotional and moral development and intellectual development.
- 10. Students will recommend effective techniques for behavior modification across the lifespan.
- 11. Students will develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.

National Standards

- 4.2.1 - Analyze child development theories and their implications for educational and childcare practices.
- 4.2.5 - Analyze strategies that promote children's growth and development.
- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.
- 12.2.3 - Analyze the effects of gender, ethnicity, and culture on individual development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.2 - Analyze the role of communication on human growth and development.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.
- 13.6.2 - Apply guidelines for assessing the nature of issues and situations.
- 15.2.2 - Apply communication strategies that promote positive self-esteem in family members.
- 15.2.3 - Assess common practices and emerging research about discipline on human growth and development.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Safety (Health Education) - Practical Living

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Safety and Ethical/Social Issues - Technology

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Technical Literacy Standards

- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*
- CC.9-12.S.ID.9 Distinguish between correlation and causation.*

21st Century Skills and Knowledge

- Health Literacy
- Leadership and Responsibility
- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-Direction

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AB.1 Locate and interpret written information
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 3003.AF.1 Recognize the potential risks associated with Internet use
- 3003.AG.2 Demonstrate effective and appropriate use of social media

AAFCS Pre-PAC Competencies

- 2A - Apply learning theories and principles to learners.
- 2B - Examine how effective teaching practices accommodate learning styles, learning differences, and special needs.
- 2C - Explain how language, culture, and educational background affect learning and schools.
- 2D - Examine physical, emotional, social, and intellectual development of children and adolescents.
- 2E - Determine management strategies that promote positive student behavior while engaging students in learning.
- 3B - Establish instructional goals that are developmentally appropriate.

Learning Targets

- Recognize the physical changes that occur during this stage of human development.
- Analyze proper diet and sleep recommendations.
- Develop strategies for planning and teaching age-appropriate activities that promote this area of development.
- Examine ways that adolescents develop social skills.
- Examine ways that adolescents develop morally.
- Recommend strategies for promoting social and moral development.
- Predict potential consequences of risky behaviors.
- Review Maslow’s physiological Hierarchy of Needs.
- Review Erikson’s theory of identity / role confusion.
- Recognize how personal relationships affect adolescents emotionally.
- Recommend strategies for coping with life events and managing family life adjustments.
- Develop strategies for planning and teaching age-appropriate activities that promote this area of development.
- Review and apply Piaget’s theory of formal operational thinking.
- Research characteristics of multiple intelligences.
- Develop strategies for planning and teaching age-appropriate activities that promote this area of development.
- Recommend techniques that assist children in adjusting to the social, emotional and intellectual challenges of transitioning to middle school.

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Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Early Adulthood</u>				

Technical Content

- 4. Students will describe theorists who have influenced lifespan development.
- 7. Students will identify factors that promote optimum growth and development in the early adulthood years, including physical growth, social, emotional and moral development and intellectual development.
- 10. Students will recommend effective techniques for behavior modification across the lifespan.
- 11. Students will develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.

National Standards

- 1.1.2 - Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.1.3 - Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 - Analyze potential effects of career path decisions on balancing work and family.
- 1.1.6 - Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.
- 12.2.3 - Analyze the effects of gender, ethnicity, and culture on individual development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.3.2 - Analyze the role of communication on human growth and development.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.

KY Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Lifetime Physical Wellness (Physical Education) - Practical Living

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Productivity and Accountability
- Initiative and Self-Direction
- Health Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AB.1 Locate and interpret written information
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills

3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

3003.AE.4 Use financial services effectively

3003.AE.5 Demonstrate ability to meet financial obligations

3003.ED.3 Work within budgetary constraints

Learning Targets

Research Havighurst’s three sources for developmental areas (i.e. physical maturation, personal values and pressures of society).

Classify life tasks that occur during Havighurst’s developmental areas.

Review Erikson’s theory of intimacy / isolation.

Identify essential life skills that are necessary for adult life (ex: time and money management).

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Middle Adulthood</u>				

Technical Content

- 4. Students will describe theorists who have influenced lifespan development.
- 8. Students will identify factors that promote optimum growth and development in the middle adulthood years, including physical growth, social, emotional and moral development and intellectual development.
- 10. Students will recommend effective techniques for behavior modification across the lifespan.
- 11. Students will develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.

National Standards

- 1.1.2 - Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.1.3 - Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 - Analyze potential effects of career path decisions on balancing work and family.
- 1.1.5 - Define goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 - Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 2.1.1 - Apply management and planning skills and processes to organize tasks and responsibilities.
- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Lifetime Physical Wellness (Physical Education) - Practical Living

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Civic Literacy
- Health Literacy
- Flexibility and Adaptability
- Initiative and Self-Direction
- Life and Career Skills

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
- 3003.OI.1 Investigate the impact of heredity and environment on human growth and development

Learning Targets '1`7`jW` \ YfY'lc`j jYk`GUa d`Y`@UfbYf`5 Wnj jhYg

- Review Havighurst’s three developmental areas and life tasks for this stage.
- Evaluate the physical changes that occur.
- Review Erikson’s theory of generativity / stagnation.
- Determine the socio-emotional effects of life events (ex: career changes, empty nest syndrome, mid-life crisis, etc.)

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Late Adulthood</u>				

Technical Content

- 4. Students will describe theorists who have influenced lifespan development.
- 9. Students will identify factors that promote optimum growth and development in the late adulthood years, including physical growth, social, emotional and moral development and intellectual development.
- 10. Students will recommend effective techniques for behavior modification across the lifespan.
- 11. Students will develop and implement age-appropriate activities for middle childhood, adolescence, young / middle / late adulthood.

National Standards

- 1.1.1 - Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 1.1.5 - Define goals for life-long learning and leisure opportunities for all family members.
- 2.1.1 - Apply management and planning skills and processes to organize tasks and responsibilities.
- 7.5.1 - Describe needs and accommodations for people with a variety of disadvantaging conditions.
- 7.5.2 - Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically, and emotionally.
- 7.5.3 - Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
- 7.5.4 - Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
- 7.5.5 - Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.
- 7.5.6 - Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 7.5.6 - Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions.
- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 14.1.1 - Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Lifetime Physical Wellness (Physical Education) - Practical Living

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*
- CC.9-12.S.ID.9 Distinguish between correlation and causation.*

21st Century Skills and Knowledge

- Health Literacy
- Critical Thinking and Problem Solving
- Financial, Economic, Business and Entrepreneurial Literacy

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
- 3003.OI.1 Investigate the impact of heredity and environment on human growth and development

Learning Targets !'7`JW_`YfY'hc`j`JYk`GUa d`Y`@UfbYf`5Wlj`JhYg

- Review Havighurst’s three developmental areas and life tasks for this stage.
- Evaluate the physical changes that occur.
- Identify common health-related challenges.
- Review Erikson’s theory of integrity / despair.
- Distinguish the effects of physical, emotional, social and financial hardships.

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Individuals with Exceptional Needs</u>				

Technical Content

- 2. Students will review the effects of heredity and environment on human growth and development.
- 12. Students will define options available to assist individuals with exceptional needs.

National Standards

- 4.2.4 - Analyze abilities and needs of children and their effects on children's growth and development.
- 4.3.2 - Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.4 - Demonstrate a variety of teaching methods to meet individual needs of children.
- 7.5.1 - Describe needs and accommodations for people with a variety of disadvantaging conditions.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Technical Literacy Standards

- Reading / 11-12 / #1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
- Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

- Information Literacy
- Flexibility and Adaptability
- Life and Career Skills
- Social and Cross-Cultural Skills

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.OC.4 Determine special needs of children

AAFCS Pre-PAC Competencies

- 2B - Examine how effective teaching practices accommodate learning styles, learning differences, and special needs.
- 2F - Explain how schedules, activities, routines, and transitions promote learning.
- 3B - Establish instructional goals that are developmentally appropriate

Learning Targets

- Develop appropriate techniques for interacting with exceptional individuals.
- Identify support systems that assist individuals with exceptional needs.

Course Title	Middle to Late Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the practical problems related to understanding the areas and stages of lifespan development, review effects of heredity and environment on the life stages, meeting the needs of exceptional individuals, promoting optimum growth and development in the middle childhood, adolescent, and early / middle / late adulthood stages. Careers in human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred), Child and Human Development				
Unit Title	<u>Careers</u>				

Technical Content

- 13. Students will research information about careers in human development and adult care services.
- 14. Students will utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.
- 15. Students will apply math, science and communication skills within technical content.
- 16. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

- 1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.8 - Demonstrate work ethics and professionalism.
- 4.1.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 7.1.3 - Summarize education and training requirements and opportunities for career paths in family & community services
- 13.5.7 - Demonstrate processes for cooperating, compromising, and collaborating.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Technical Literacy Standards

- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Financial, Economic, Business and Entrepreneurial Literacy
- Information Literacy
- Collaboration
- Communication
- Initiative and Self-Direction
- Life and Career Skills
- Productivity and Accountability
- Social and Cross-Cultural Skills

KOSSA Standards

- 3003.AA.4 Communicate effectively with customers and co-workers
- 3003.AB.2 Read and interpret workplace documents
- 3003.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
- 3003.EL.1 Acquire current and emerging industry-related information
- 3003.EM.2 Research and identify emerging technologies for specific careers
- 3003.EK.2 Define jobs associated with a specific career path or profession
- 3003.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

Learning Targets **!`7`jW` \ YfY`hc`j jYk`GUa d`Y`@YUfbYf`5 Wnj jHjYg**

- Investigate career opportunities that relate to adult care services within the Human Services career cluster.
- Demonstrate employability and soft skills relevant to the career cluster.